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ABSTRACT

In the spring and summer of 1977, 4,944 migrant children participated in the 17 Day Care, Head Start, and Title I projects of the Minnesota Migrant Program. Total cost of the program was $1,620,000, with day care receiving $650,000, Head Start $150,000, and Title I $820,000. More than 450 people were employed in the local school districts. Evaluation was conducted in a number of areas. Teachers reported that in reading skills 95% of the children gained between one to three months and that in mathematics 89% of the children showed a gain from one to three months. In the area of pupil self concept and attitude, the children indicated they had enjoyed their school experience and were comfortable with themselves and who they were. Program awareness and acceptance questionnaires administered to parents, project staff, school administrators, and boards and community persons showed understanding and support of the program. All project coordinators reported strong parental support and active participation in the migrant education program: about 180 parents participated in Parent Advisory Councils and 90 migrant parents were employed as teachers, instructional aides, outreach workers and cooks. Other areas discussed in this report include staff development, program dissemination, access to local facilities, interagency coordination and recommendations for improvement. Forms used in the areas of outreach, enrollment, and program assessment are appended. (DS)

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MINNESOTA STATE DEPARTMENT OF EDUCATION

TITLE I ESEA
Migrant Education

ANNUAL STATE EVALUATION REPORT
Fiscal Year 1977

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This report describes the educational program implemented for migrant children in Minnesota during FY 77 under Title I of the Elementary and Secondary Education Act as amended by Public Law 89-750. The information presented is a summarization of evaluation reports submitted by each of the projects which operated during this period as well as on-site observations.

This State Annual Evaluation Report is submitted in compliance with the United States Office of Education guidelines.

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INTRODUCTION

Every spring approximately 14,000 migrant workers move into the state of Minnesota to do temporary agricultural work. The majority of these workers are employed in the sugar beet industry, while others are hired by processing companies and truck farmers. The children of these workers, in most cases, have not completed the academic year in their home states and need educational services during their stay in Minnesota to compensate for this lack. In addition, each year a growing number of migrant families "settle-out" of the migrant stream creating a need for public schools in the state to devise and implement special programs for the migrant children whose language and cultural background preclude them from participating fully in the traditional educational systems. The following figures indicate the growth in the past five years of the Minnesota Migrant Program.

	1972-73	1973-74	1974-75	1975-76	1976-77
Day Care	408	695	988	1054	1024
Head Start	354	366	570	568	496
Title I	1380	1467	2542	3339	3424
Totals	2142	2528	4100	4901	4944

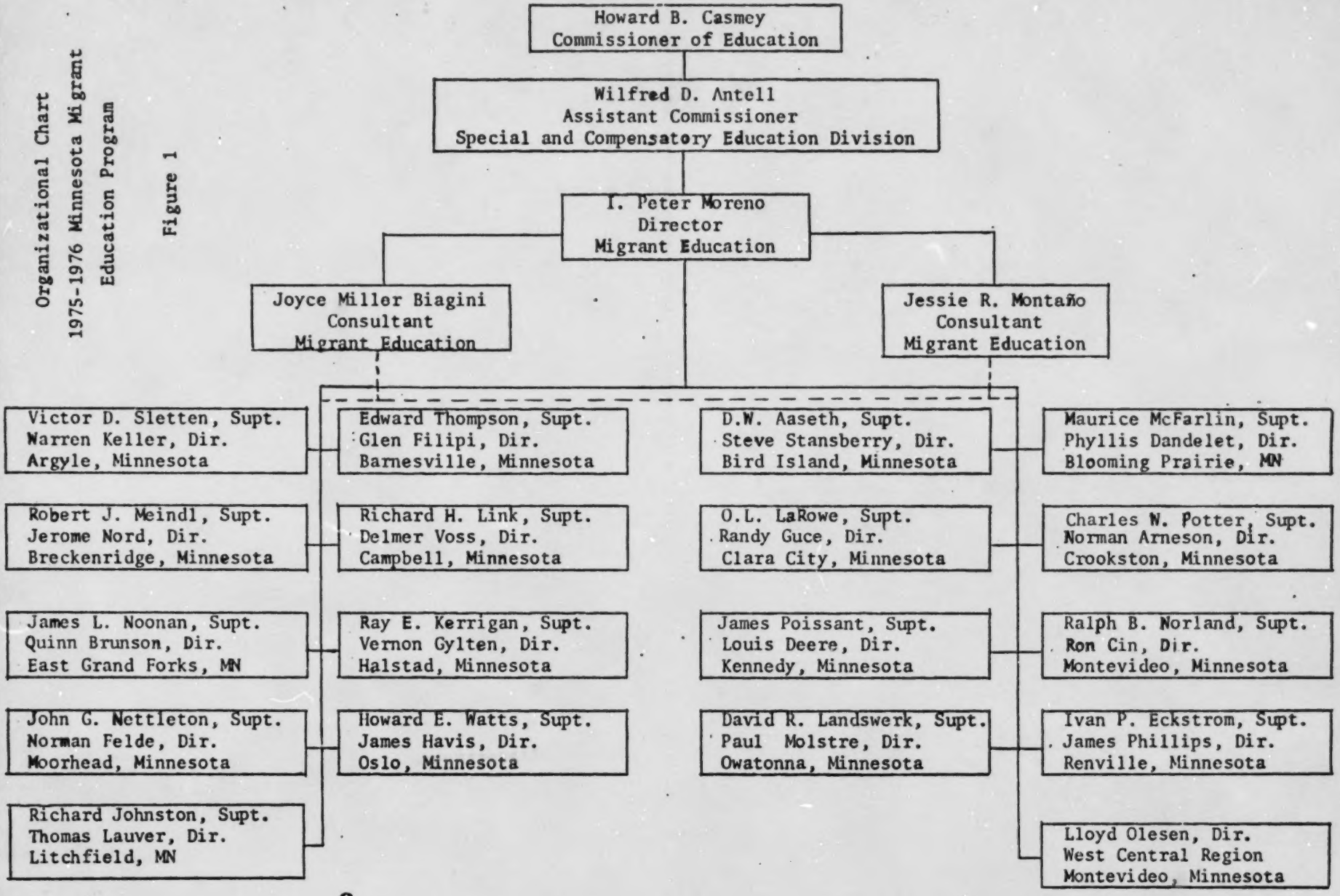
The Minnesota State Department of Education accepts the responsibility for educating migrant children while they reside in the state. The organizational structure for administering the education program is indicated in Figure 1.

In order to provide a complete program of educational, nutritional and medical services to all migrant children from birth to seventeen years of ages, the State Department of Education coordinates and combines its fiscal and human resources with the Tri-Valley Opportunity Council, Inc., and the Minnesota Department of Public Welfare. Children from six through seventeen are served with funding made available by a Title I ESEA Migrant Grant; four and five year olds are funded through the Office of Child Development and the Texas Migrant Council, and children three years and younger are served with funds from Title XX of the Social Security Act matched by funds from the Minnesota State Legislature. Cost of the 1976-77 migrant program in Minnesota totaled:

Day Care	(0-3)	$650,000
Head Start	(4-5)	150,000
Title I	(6-17)	820,000
		$1,620,000

Organizational Chart
1975-1976 Minnesota Migrant
Education Program

Figure 1



PROJECT DATA

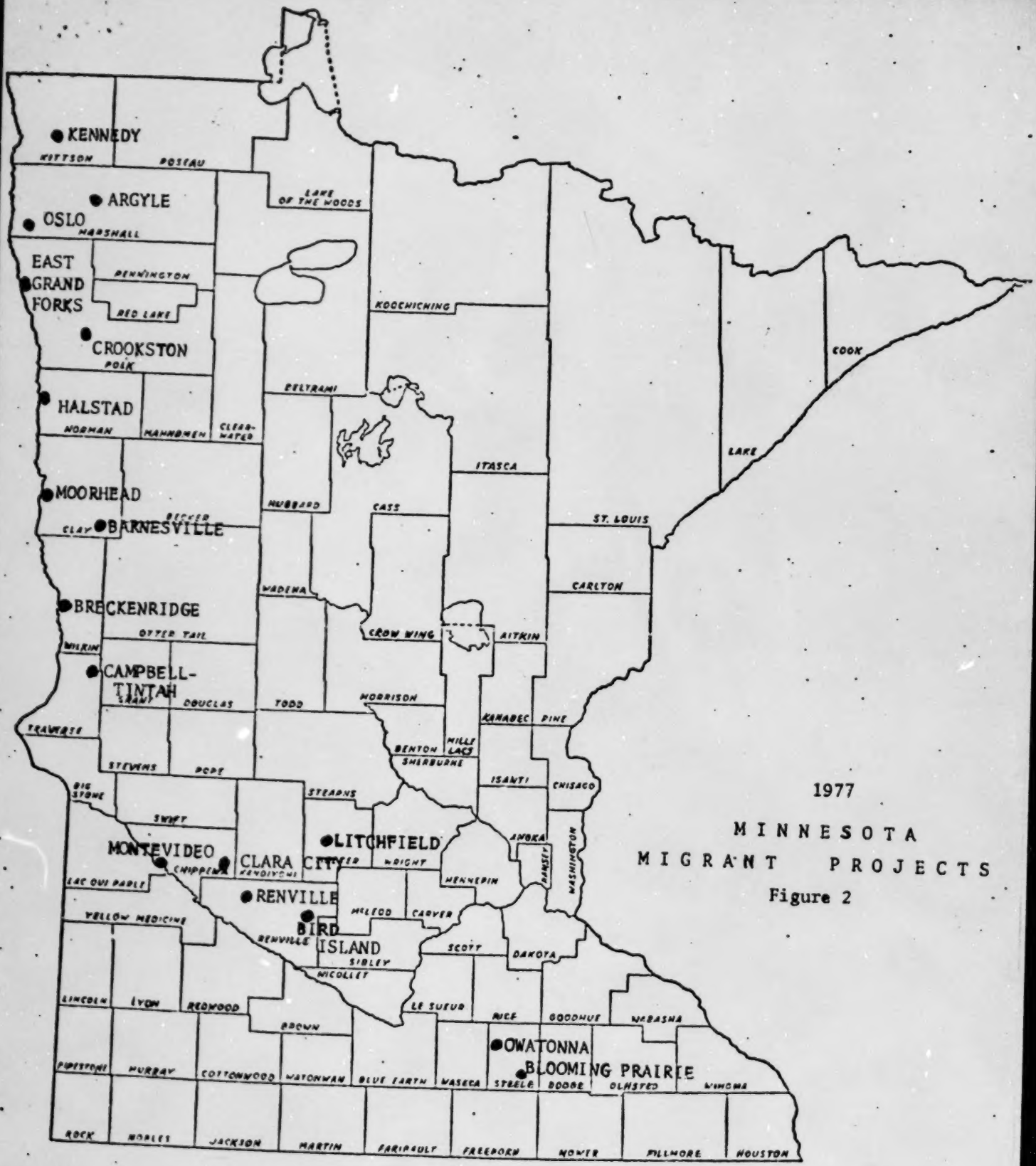
The Minnesota Migrant Education Program operated seventeen projects during the spring and summer of 1977. The districts where the projects were located and their dates of operation are as follows: (from North to South)

Table 1

Dist. No.	Town	Dates of Operation	Durration
354	Kennedy	June 6 - July 15	6 weeks
437	Argyle	June 6 - July 15	6 weeks
442	Oslo	June 6 - July 15	6 weeks
595	East Grand Forks	June 6 - July 15	6 weeks
593	Crookston	June 6 - July 15	6 weeks
524	Halstad	June 6 - July 15	6 weeks
152	Moorhead	June 6 - July 15	6 weeks
146	Barnesville	June 6 - July 15	6 weeks
846	Breckenridge	June 6 - July 15	6 weeks
852	Campbell-Tintah	June 6 - July 15	6 weeks
129	Montevideo	June 6 - July 15	6 weeks
126	Clara City	June 6 - July 15	6 weeks
465	Litchfield	June 13 - August 5	8 weeks
654	Renville	June 6 - July 15	6 weeks
646	Bird Island	June 6 - July 15	6 weeks
761	Owatonna	May 9 - July 16	10 weeks
756	Blooming Prairie	May 9 - July 16	10 weeks

In addition, a small tutoring project was conducted during the school year in the district of Litchfield. The number of children fluctuated during this period with a total of thirty children being served.

See accompanying map, Figure 2, for site identification.



1977

MINNESOTA

MIGRANT PROJECTS

Figure 2

The largest number of migrant workers are employed in the sugar beet fields of the fertile Red River Valley. In excess of 200,000 acres of sugar beets are planted in this area with an additional 50,000 acres in the Minnesota River Valley (see figure 3). The principal tasks are to thin the beet plants and weed the fields. In the southeastern portion of the state, migrant labor in used mainly in the asparagus fields to pick the ripe spears, weed the fields and plant new fields. Workers are also employed in processing plants in several areas of the state. In each area where there is a large concentration of migratory workers, an educational project is established which serves migrant children from infancy through seventeen years of age.

Table 2 indicates the number of children identified in each project area by age component as well as the number of families represented. Examples of the family information form and the individual child enrollment form are found in Appendix A. The family information form has been developed to serve the needs of four service agencies in an attempt to maximize the efficiency of the out-reach program.

Table 2

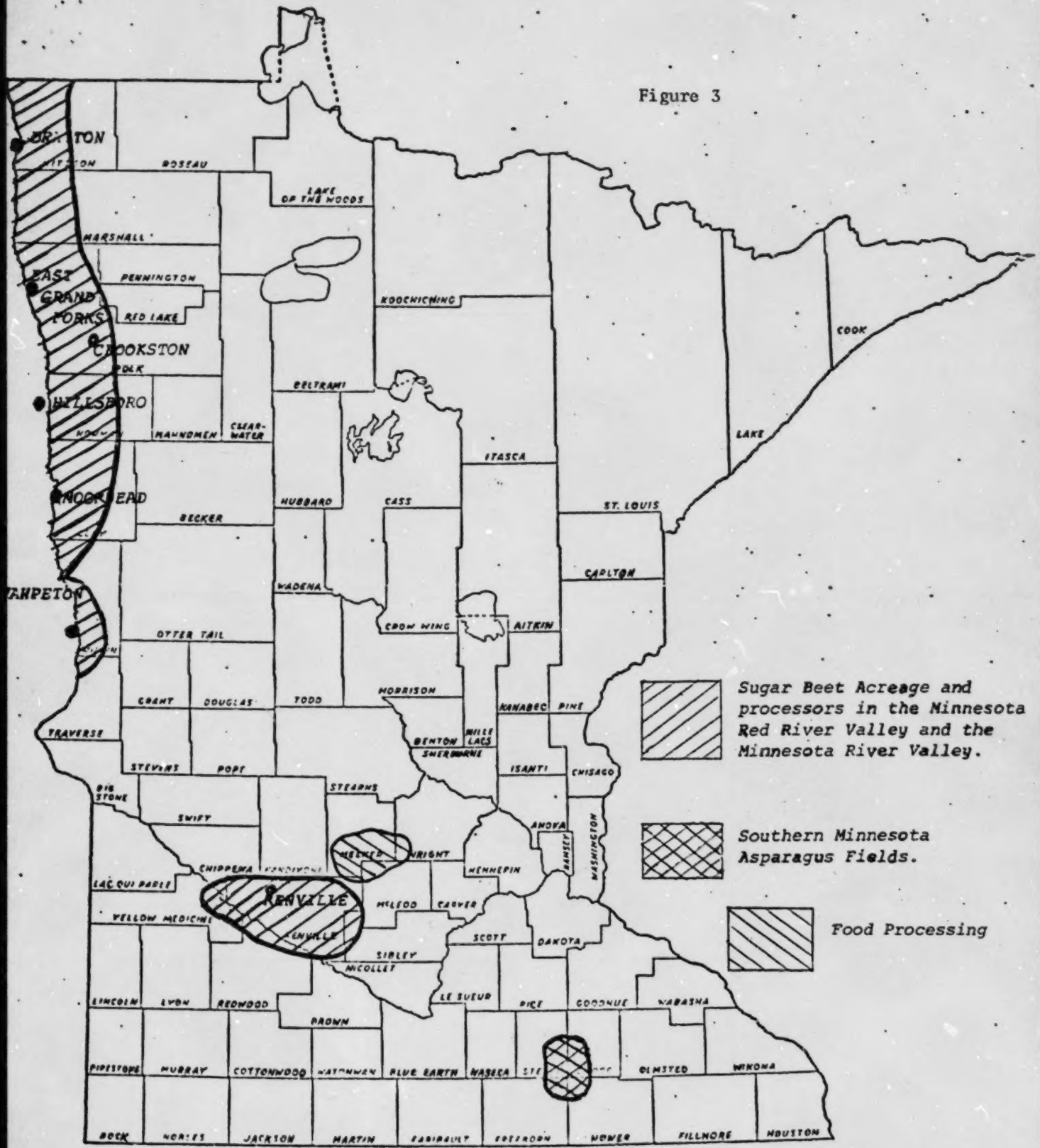
NUMBER OF MIGRANT CHILDREN IDENTIFIED IN 1977

SUMMER PROJECTS

	Families	Day Care	Head Start	Title I	Total Children
Kennedy	83	59	29	201	289
Argyle	51	47	22	81	150
Oslo	53	48	19	107	174
East Grand Forks	141	117	44	245	406
Crookston	142	91	56	296	443
Halstad	129	96	53	240	389
Moorhead	160	119	55	407	581
Barnesville	54	31	19	111	161
Breckenridge	53	34	12	158	204
Campbell-Tintah	72	44	28	162	234
Montevideo	91	60	31	220	311
Clara City	117	57	26	303	386
Renville	54	41	12	152	205
Bird Island	76	47	27	206	280
Litchfield	10	1	13	18	32
Owatonna	79	60	29	188	277
Blooming Prairie	109	73	34	347	454
	1474	1025	509	3442	4976

Day Care (0-3)
Head Start (4-5)
Title I (6-17)

Figure 3



Sugar Beet Acreage and processors in the Minnesota Red River Valley and the Minnesota River Valley.

Southern Minnesota Asparagus Fields.

Food Processing

The majority of migrant children who come to Minnesota claim Texas as their home base state. The Texas Map (Figure 4) indicates the cities and towns which send the most migrant children to Minnesota. Table 3 also indicates Texas home base city information and Table 4 lists additional states which are claimed as home by migrants in Minnesota.

Table 3

MOST FREQUENTLY NAMED HOME BASE CITIES OF MIGRANT CHILDREN
SUMMER 1977

City	Total Children	Families
Carrizo Springs	302	85
Cotulla	112	42
Crystal City	311	95
Donna	176	47
Eagle Pass	183	62
Laredo	493	149
McAllen	181	50
Mission	322	92
Pharr	108	35
Plainview	101	27
San Antonio	235	64
Uvalde	133	29
Weslaco	229	66

Table 4

NUMBER OF IDENTIFIED MIGRANT CHILDREN PER HOME-BASE STATE

Alabama	2	Minnesota	115
Arizona	8	Nebraska	7
California	50	New Mexico	3
Colorado	2	North Dakota	10
Florida	65	Oklahoma	10
Idaho	8	Oregon	3
Illinois	13	Texas	4449
Indiana	2	Washington	175
Iowa	2	Wisconsin	11
		Mexico	5

Percentage of Children from Texas - 89%

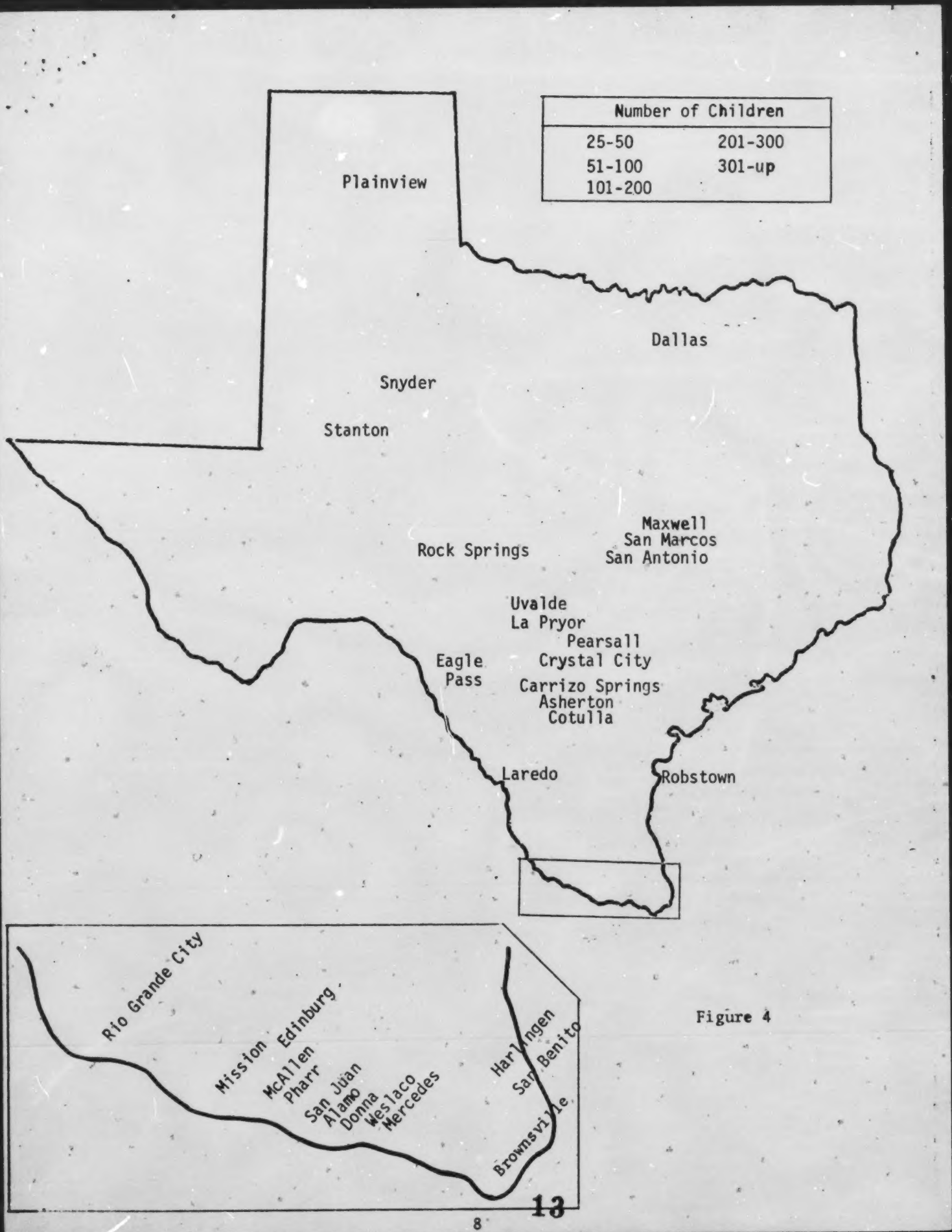

Number of Children
25-50
51-100
101-200
201-300
301-up
Plainview
Dallas
Snyder
Stanton
Maxwell
San Marcos
San Antonio
Rock Springs
Uvalde
La Pryor
Pearsall
Crystal City
Eagle Pass
Carrizo Springs
Asherton
Cotulla
Laredo
Robstown
Rio Grande City
Mission
Edinburg
McAllen
Pharr
San Juan
Alamo
Donna
Weslaco
Mercedes
Harlingen
San Benito
Brownsville

Figure 4

STAFF UTILIZATION

The Title I Migrant Education Program employed more than 450 people in local school districts to operate its projects in FY 77. The numbers of staff in each position are indicated in Table 5 along with cost itemization. Kitchen staff have not been included in the table because their salaries were usually included in the Special Summer Feeding Program budget and bus drivers' salaries were usually part of local transportation contracts.

Table 5

PROFILE OF TITLE I MIGRANT PROJECT PERSONNEL

Position	Total No.	Full Time	Part Time	No. Biling-ual	NUMBER OF YEARS IN PROGRAM					Total Expenditure
					First	Second	Third	Fourth	More	
Coordinators	18	17	1	2	2	1	4	3	8	$50,630
Resource Teachers	16	16	0	0	2	0	4	3	7	32,830
Classroom Teachers	98	97	1	14	32	12	26	13	15	146,742
Special Teachers	54	36	18	0	18	18	8	6	4	60,296
Instructional Aides	142	136	6	64	62	27	25	17	11	122,095
Outreach Workers	20	16	4	15	5	6	4	1	4	29,652
Clerical Staff	22	15	7	0	5	5	4	3	5	17,938
MSRTS Clerks	17	15	2	2	6	4	4	3	0	18,342
Nurses	19	18	1	1	10	2	5	1	1	26,606
Custodians	30	7	23	--	--	--	--	--	--	24,599
Librarians	6	3	3	0	1	0	4	1	0	6,096
Others	8	0	8	2	3	3	1	1	0	1,560
Instructional Total	324	288	36	90	118	60	68	41	37	369,619
Support Total	126	88	38	20	28	18	21	11	18	167,767
GRAND TOTAL	450	376	74	110	146	78	89	52	55	537,386

GOALS FOR MIGRANT EDUCATION

National Goals

The Minnesota Migrant Education Program is designed to meet the educational, nutritional and health needs of the children of migrant agricultural workers in accordance with national goals established by the U.S. Office of Education. These goals are:

1. To provide the opportunity for each migrant child to improve communication skills necessary for varying situations.

2. To provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. To provide specially designed programs in the academic disciplines (language arts, math, social studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. To provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. To provide programs that will improve the academic skills, pre-vocational orientation, and vocational skill training for older migrant children.

6. To implement programs, utilizing every available federal, state and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

7. To develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total education program.

8. To develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. To provide for the migrant child's physical and mental well-being by including dental, medical, nutritional, and psychological services.

10. To provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

11. To increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

Minnesota State Goals

In order to respond with maximum effectiveness to the specific needs of migrant children during their temporary residence in Minnesota, state goals have also been defined and pursued.

1. To provide migrant children with maximum opportunity to develop competencies in the basic skill areas of reading, mathematics and oral communication by offering individualized instructional programs with low teacher/pupil ratios.

2. To provide a success-oriented learning environment which utilizes the language and cultural values of the migrant child in order to enhance the child's self-concept and foster a positive attitude toward school.

3. To provide comprehensive services in the areas of health, safety and nutrition including classroom instruction in personal hygiene, emergency preparedness, and good nutrition, as well as dental and medical care and daily meals.

4. To develop community awareness and acceptance of the purpose of migrant education and encourage community - school - home communication and cooperation.

5. To provide opportunities for parental involvement in the migrant education program through the formation of parent advisory councils and the encouragement of parental participation in program activities.

6. To provide opportunities for staff development in the areas of cultural understanding and Spanish language proficiency as well as instructional techniques and curricular alternatives.

EVALUATION PROCEDURE

The evaluation of the FY 77 Minnesota Migrant Education Program was conducted by the SDE migrant education unit with assistance from the SDE evaluation section. Six areas were identified, in accordance with state goals, for examination.

1. In the area of *basic skills,* amount of gain was determined by teacher judgment. This judgment was influenced by the results of:

   a. Objective tests such as the W.R.A.T., which were administered at some sites;

   b. Progress tests which accompany the reading and math programs utilized;

   c. Teacher-made tests;

   d. Classroom performance.

Because of short program duration and erratic attendance, it was difficult to accurately assess academic gains.

2. The migrant child's *attitude toward school, family and himself* was measured with an inventory devised by the evaluation team.

3. Information on the *health services* was obtained from Migrant Health Services, Inc., a private, non-profit agency which administered the health program for school children utilizing funds from the educational agencies.

4. *Community awareness and acceptance* was evaluated by means of a questionnaire.

5. The extent of *parental involvement* was reported by project coordinators.

6. *Staff development* was measured through classroom observation, responses to a questionnaire and reported in-service activities.

EVALUATION RESULTS

1. *Basic Skills*

Classroom teachers were asked to estimate, in months, the amount of gain made by their students in the areas of reading and mathematics. This was a difficult task for a number of reasons.

a. The time which the children spent in Minnesota projects was very short.
b. The attendance of the children was irregular.
c. The instructional materials utilized in the projects were completely individualized and could not easily be equated with a grade level.
d. No satisfactory assessment instruments were found to determine achievement in basic skills over a short time period.

Placement data and results of progress tests built into the instructional programs, as well as classroom performance, had to be translated by the teacher into a determination of gain. Four of the sixteen projects administered reading and mathematics tests from the SRA Achievement Series Tests to fourth and fifth graders on a pre-test and post-test basis. The results did not yield any significant information, and the teachers felt that the required testing time could better have been spent in instructional activities.

The following table indicates the gain reported by teachers for children who had attended at least 23 days of the program. The discrepancy in total numbers of students is due to the fact that several teachers did not feel comfortable judging the gain of their students.

Table 6

ESTIMATED GAIN OF STUDENTS DURING SUMMER MIGRANT PROGRAM

AMOUNT OF GAIN	READING		MATHEMATICS	
	No. of Students	Percentage	No. of Students	Percentage
No Gain	42	5%	82	11%
One Month	337	35%	303	40%
Two Months	262	27%	208	28%
Three or More	317	33%	160	21%
TOTAL	958	100%	755	100%

Progress in reading was carefully recorded in a classroom record book. The format of the Sullivan Reading Program allows each child to progress at his own rate through the skill sequence and provides daily enrichment and reinforcement activities. Individualized math programs were also used at every project site with objectives being determined for each child and appropriate materials and activities provided to accomplish the objectives.

Table 7 indicates the average number of instructional hours per week spent on the various curriculum components statewide.

Table 7

ORAL LANGUAGE	READING	MATH	SCIENCE	SPANISH LANG AND CULTURE	PHY.ED.	FINE ARTS
2.7	5.3	3.9	1.9	2.6	4	5.2

2. *Pupil Self-Concept and Attitude*

One of the objectives of the migrant education program is to provide a supportive classroom atmosphere in which children can develop feelings of self-confidence and success. In order to determine how the children were feeling about themselves in relation to their home and family, the school, the community and themselves, an instrument was devised to elicit this information . Several of the statements were based on items found in other self-concept inventories currently in use. The inventory was done during the last week of the program. A short form consisting of ten items selected from the larger inventory was also administered to children the first week of the program, in an attempt to show development in this area. Since the comparative results yielded very little information, only the responses to the longer inventory are recorded here. The following table shows the distribution, by age level, of migrant children responding to the inventory.

Table 8

DISTRIBUTION OF RESPONSES OF MIGRANT CHILDREN TO PUPIL SELF CONCEPT INVENTORY

STATEMENT	RESPONSES		
	% Yes	% No	% NR
1. At school people really care about me.	89	11	-
2. Each morning I look forward to coming to school.	85	15	-
3. I have many friends.	91	28	-
4. I am well behaved in school.	83	15	2
5. I am proud of my school work.	88	11	1
6. I am often afraid.	19	80	1
7. I am good at making things with my hands.	82	17	1
8. My teachers listen to what I have to say.	92	7	1
9. I often get into trouble at school.	25	74	1
10. I am an important member of my class.	72	28	-
11. When I grow up, I would like to go to college.	81	19	-
12. My teachers are interested in the things I do at school.	92	7	1
13. I like being the way I am.	88	12	-
14. School is a happy place.	92	7	1
15. I am shy.	25	74	1
16. I would like to be a doctor or a nurse when I grow up.	44	55	1
17. Usually I like being with other children.	93	7	-
18. I like to do school work at home in the evening.	70	29	2
19. I get nervous at school.	29	70	1
20. I am an important member of my family.	88	12	-
21. My teachers do not give me enough time to finish my work.	53	46	1
22. It is important for me to go to school.	91	8	1

STATEMENT	RESPONSES		
	% Yes	% No	% NR
23. My classmates like me.	81	17	2
24. I wish I were someone else.	22	77	1
25. I like to stay home from school.	19	80	1
26. I behave badly at home.	18	80	2
27. When I grow up, I would like to be a teacher.	51	48	1
28. I am a good person.	83	15	2
29. I can only do my work if someone helps me.	33	66	1
30. I like to see other children happy.	95	17	-

The inventory was given principally to children at the fourth and fifth grade levels, but almost all ages of children are represented in the following distribution. A total of 319 children were questioned - 143 boys, 164 girls with 12 responses not being identified by sex.

Table 9

AGE DISTRIBUTION OF RESPONDENTS

AGE	NUMBER	PERCENTAGE
6	5	1.6
7	8	2.5
8	19	6.0
9	96	30.1
10	59	18.5
11	54	16.9
12	44	13.8
13	10	3.1
14	1	.3
Not Given	23	7.2
TOTAL	319	100.0

The results of the inventory indicate that the majority of the children enjoy their school experience in Minnesota. They profess to being comfortable with themselves and who they are, but a little uncertain as to their status in the peer group. Education appears to have a large measure of importance, as 91% of the respondents said it was important for them to go to school, 88% were proud of their school work, and 82% said that they would like to go to college.

3. *Health Services*

Because a child must be healthy to take full advantage of learning opportunities, medical and dental services form an important component of the migrant education program. This year the administration of the health program in the schools was assumed by Migrant Health Services, Inc., a private, non-profit organization set up to serve the health needs of migrant families in both Minnesota and North Dakota. Medical and dental services for children enrolled in the schools were paid for by the educational agencies, as were the salaries of school medical personnel, but the health care delivery system was coordinated by Migrant Health Services, Inc., with results of increased efficiency and cost effectiveness.

Each migrant project had two full-time nurses on site to attend to the children's daily health needs. Vision and hearing screening were made available to each child with follow-up treatment, including glasses, provided where necessary. Dental screenings were also conducted throughout the state, and dental care was given to each child who revealed a No. 0 or 1 priority. Medical examinations were given where need was indicated, and children in one area of state were assessed through Early Periodic Screening, Diagnosis and Treatment program. A summary of medical services provided to children from 6 to 17 years of age, as well as total costs involved, appears in Table 10. Data were received from Migrant Health Services, Inc.

Table 10

COST AND EXTENT OF MEDICAL SERVICES

	Number	Cost
Medical	257	$ 7,461
Dental	258	18,472
Vision	70	2,537
Pharmacy	204	1,640
TOTAL	789	$30,110

Several other related components of the migrant education projects which bear mention here are the nutritional services, the consumer education activities, and the safety program.

All children attending the migrant projects received three USDA approved meals each day. The food services were funded by the Summer Feeding Program and administered by the Tri-Valley Opportunity Council. Attempts were made to develop and utilize a menu which included culturally-related food items, and various serving methods were used to provide the children with enriching experiences. All sites were inspected for appropriate facilities and procedures. Table 11 indicates the number of meals served to migrant children during FY 77 and the total cost involved.

Table 11

NUMBER AND COST OF MEALS SERVED

	Number	Cost
Breakfast	62,162	$29,682
Lunch	64,019	54,896
Supper	62,943	53,978
TOTAL	150,050	$138,556

Children in most projects also received instruction in the area of nutrition from personnel of the Consumer Education program. This specially-funded program out of the Division of Vocational Education of the SDE offered services in consumer information, nutritional guidance and homemaking skills to both children and adults. The total cost of this component was $19,342.

In addition, all Title I children participated in one of three Red Cross programs, with materials appropriate to each age level. These activities included emergency preparedness, basic first aid and child care. The children received certificates of course completion, and parents were very appreciative of the practical knowledge gained by the children.

4. *Program Awareness and Acceptance*

The purpose of this aspect of the evaluation design was to document the attitudes and opinions of migrant parents, program staff, school administrators, school boards, and community persons relative to the local implementation of the Migrant Education Program. Questionnaires were developed for each of the above groups. The items were written in Likert format with open-ended items included at the end of each form. The data gathered by these instruments are presented in this portion of the report.

Number of forms returned. The following table shows the number of questionnaires returned by the school districts, classified according to types of respondents.

Table 12

NUMBER OF QUESTIONNAIRES RETURNED CLASSIFIED ACCORDING TO SCHOOL DISTRICTS AND BY RESPONDENT GROUPS

School District (1)	Administrator (2)	School Board and Community (3)	Project Staff (4)	Parent (5)	TOTAL (6)	
1. Argyle	1	9	15	6	31	
2. Barnesville	1	7	10	4	22	
3. Bird Island	-	5	15	4	24	
4. Blooming Prairie	1	4	9	5	19	
5. Breckenridge	1	1	10	4	16	
6. Campbell-Tintah	1	5	16	6	28	
7. Clara City	1	9	16	6	32	
8. Crookston	1	7	20	5	33	
9. East Grand Forks	1	4	11	6	22	
10. Halstad	1	7	16	6	30	
11. Kennedy	1	9	12	6	28	
12. Montevideo	1	6	13	5	25	
13. Moorhead	1	5	15	5	26	
14. Oslo	1	8	11	5	25	
15. Owatonna	1	6	77	4	18	
16. Renville	1	8	14	5	28	
TOTAL	15	100	210	82	407	

Parents' Responses. The distribution of parents' responses to questionnaire items are presented in the following Table 13.

Table 13

PARENTS' RESPONSES TO QUESTIONNAIRE ITEMS ON MIGRANT EDUCATION

Questionnaire Item	Percent of Responses					
	SA	A	U	D	SP	NR
1. I understand the purpose of the Migrant Education Program.	40	48	10	-	-	2
2. I feel that the Community is supportive of the Migrant Education Program.	28	43	21	4	1	3
3. I feel that the Migrant Education Program in this community is responsive to the needs of migrant children.	55	34	6	1	-	4
4. I feel that the project staff are sincerely concerned about the educational needs of migrant children.	55	35	5	-	-	5
5. I feel that the Parent Advisory Council serves a useful function in implementing and evaluating the migrant education program.	31	40	24	-	-	4
6. I feel that the formation of a Parent Advisory Council has strengthened home, school and community relations.	26	40	27	2	-	5
7. My children enjoy attending the migrant education program in this community.	74	22	-	-	-	4
8. I feel comfortable and welcome visiting the migrant education program.	59	37	-	-	-	4

The data shown in Table 13 indicated that the parents feel very positive about the migrant education program in Minnesota. Ninety-six percent believed that their children enjoyed attending the program. The parents also indicated that they feel comfortable and welcome visiting the migrant education program. When asked whether the formation of the Parent Advisory Council has strengthened home, school and community relations, 66 percent of the parents agreed and strongly agreed with 27 percent of the parents feeling uncertain.

Project Staff Responses. In Table 14, a tabulation of the responses gathered from the project staff is presented.

Table 14

PROJECT STAFF RESPONSES TO QUESTIONNAIRE ITEMS ON MIGRANT EDUCATION

Questionnaire Items	Percent of Responses					
	SA	A	U	D	SD	NR
1. I understand the purpose of the migrant education program.	50	48	2	-	-	-
2. I personally support the efforts of the migrant education program in our community.	61	35	3	1	-	-
3. I feel that our school administration is supporting the migrant education program.	39	43	12	4	2	-
4. Even though migrant children are usually not residents of our community, I feel that our school district should serve them.	44	43	11	1	1	-
5. I feel that migrant children are benefiting from the educational services received in Minnesota.	55	40	5	-	-	-
6. I feel that the community is supportive of the migrant education program.	5	31	40	19	5	-
7. I feel that technical assistance from the State Department of Education is important in planning and implementing a migrant education program.	30	60	9	-	-	1
8. I feel that the project staff are sincerely concerned about the educational needs of migrant children	47	47	4	2	-	-

Questionnaire Items	Percent of Responses					
	SA	A	U	D	SD	NR
9. I feel that leadership of the project coordinator is essential to the successful implementation of a migrant education program.	60	35	2	2	2	-
10. The information and assistance I have received from the State Department of Education have been useful and adequate for the performance of my duties.	14	40	31	9	2	4
11. I feel that the Parent Advisory Council serves a useful function in implementing our migrant education program.	14	31	48	3	-	4

The data shown in Table 14 indicates that the program staff are knowledgeable and supportive of the program. They also feel strongly (95 percent) that the migrant children are benefitting from the educational services that their districts can offer. The program staff have mixed feelings regarding community support and the usefulness of the Parent Advisory Council.

School Administrator's Responses. Fifteen superintendents from 16 school districts operating a migrant education program responded to the questionnaires. In the following Table 15, the distribution of the administrator's responses are being presented.

Table 15

SCHOOL ADMINISTRATOR'S RESPONSES TO QUESTIONNAIRE ITEMS ON MIGRANT EDUCATION

Questionnaire Items	Percent of Responses					
	SA	A	U	D	SD	NR
1. I understand the purpose of migrant education program.	40	60	-	-	-	-
2. I personally support the efforts of the migrant education program in our community.	40	60	-	-	-	-
3. I feel that the school board is supporting the migrant education program in our community.	27	60	13	-	-	-
4. I feel that the community benefits from the presence of a migrant education program.	20	66	7	-	-	7
5. I feel that the community is supportive of the migrant education program.	-	60	33	7	-	-
6. Even though migrant children are usually not residents of our community, I feel that our school district should serve them.	33	46	7	7	7	-
7. I feel that migrant children are benefiting from the educational services received in Minnesota.	40	46	7	7	-	-
8. I feel that the migrant education program in our community is being satisfactory implemented.	47	47	6	-	-	-
9. I feel that the project staff are sincerely concerned about the educational needs of migrant children.	40	47	13	-	-	-

Questionnaire Items	Percent of Responses					
	SA	A	U	D	SD	NR
10. I feel that the leadership of the project coordinator is essential to the successful implementation of a Migrant Education Program.	67	27	6	-	-	-
11. I feel that the technical assistance from the State Department of Education is important in planning and implementing a migrant education program.	47	40	13	-	-	-
12. I feel that migrant children are being offered more opportunities than the children of our community.	27	46	13	7	7	-

All of the fifteen school administrators indicated that they fully understood the purpose of the Migrant Education Program. They also all indicated that they supported the efforts of the Migrant Education Program. Ninety-four percent feel that the Migrant Education Program is satisfactorily implemented in their district.

Boards and Community Persons' Responses. There were a total of 100 questionnaires that were received from boards and community persons. These were distributed among 27 identified board members, 68 community persons, and 5 who failed to identify themselves.

The 68 community residents were engaged in various occupations, including farmers, housewives, pharmacists, nurse, medical assistant, businessmen and retail store owner, U.S. Postal clerk, physician, school bus operator, school custodian, railroad agent, and legislator.

In the following table 16 are shown the responses of the board and community members.

Table 16

BOARDS AND COMMUNITY PERSONS' RESPONSES TO QUESTIONNAIRE ITEMS ON MIGRANT EDUCATION

Questionnaire Items	Percent of Responses					
	SA	A	U	D	SD	NR
1. I understand the purpose of the migrant education program.	27	60	11	1	-	-
2. I personally support the efforts of the migrant education program in our community.	26	45	18	6	4	1
3. Even though migrant children are usually not residents of our community, I feel that our school district should serve them.	23	40	21	11	5	-
4. I feel that the community is supportive of the migrant education program.	3	43	39	11	4	-
5. I feel that our community benefits from the presence of a migrant education program.	21	51	16	7	5	-
6. I feel that the school board is supporting the migrant education program in our community.	16	64	18	2	-	-
7. I feel that migrant children are benefiting from the educational services received in Minnesota.	37	48	10	3	2	-

Questionnaire Items	Percent of Responses					
	SA	A	U	D	SD	NR
8. I feel that our school administration is supporting the migrant education program.	24	56	19	1	-	-
9. The money allocated to the migrant education project in our community is well spent.	18	45	22	7	7	-
10. I feel that migrant children are being offered more opportunities than the children of our community.	22	23	14	36	5	-
11. I have visited the migrant education project in our community.	20	32	15	10	1	22

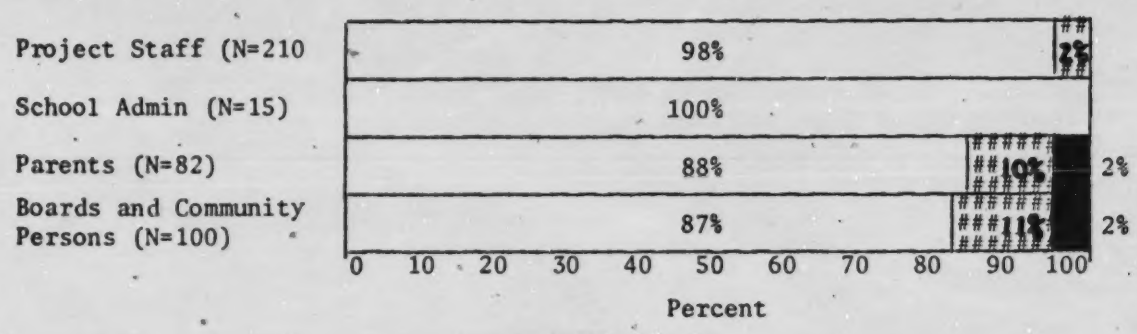
School boards and community persons seem to be less informed regarding the goals and objectives of the migrant education program compared with the responses of the other groups surveyed. Eighty-five percent of the boards and community persons indicated that migrant children are benefiting from the educational services received in Minnesota. Seventy-one percent strongly agreed and agreed in personally supporting the program.

Complete results of the survey including responses to the open-ended items can be obtained from the Migrant Education Office.

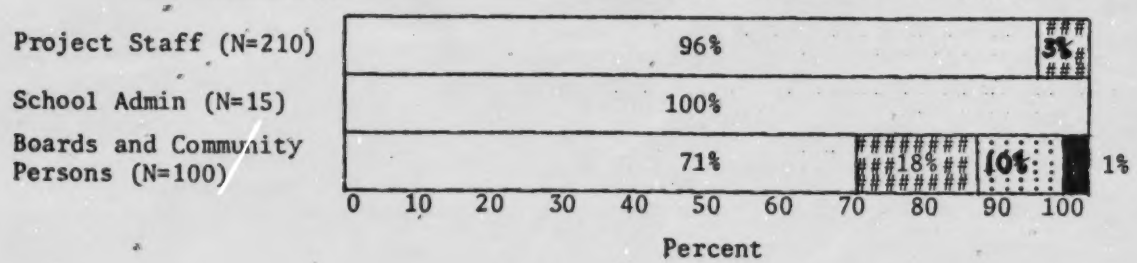
Several Likert items were written so that two or more groups could respond to the same item. In this portion of the report, items that were responded to by three or four groups are presented in graphic form. Because the graphs are self-explanatory they are not discussed in detail.

The total number of respondents in this survey was 407. This figure represents 15 school administrators, 210 project staff, 100 boards and community persons, and 82 migrant parents.

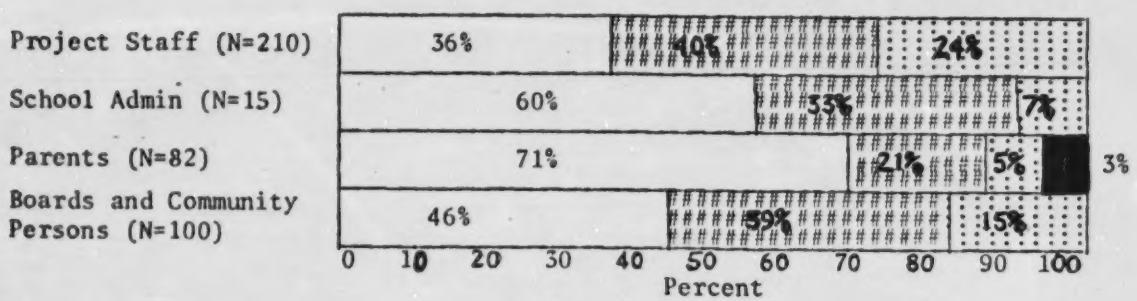
Item 1: I understand the purpose of the Migrant Education Program.



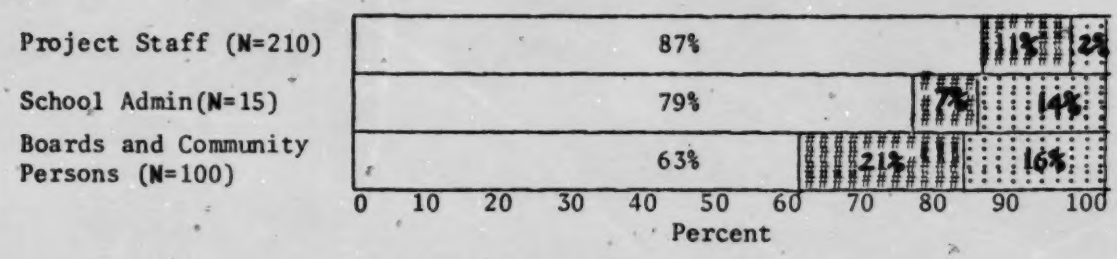
Item 2: I personally support the efforts of the Migrant Education Program in our community.



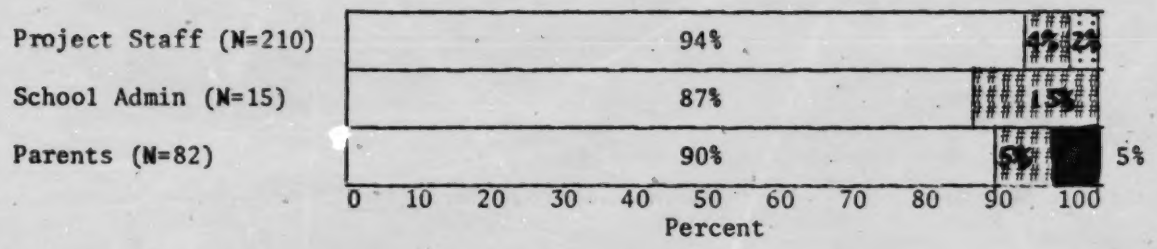
Item 3: I feel that the community is supportive of the Migrant Education Program.



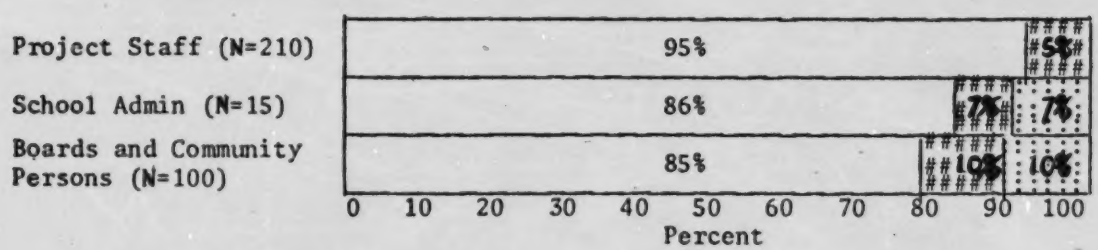
Item 4: Even though migrant children are usually **not** residents of our community, I feel that our school district should serve them.



Item 5: I feel that the staff are sincerely concerned about the educational needs of migrant children.



Item 6: I feel that migrant children are benefiting from the Educational services received in Minnesota.



LEGEND

5. *Parental Involvement*

All project coordinators reported strong parental support and active participation in the migrant education program. Almost all of the projects formed Parent Advisory Committees which consisted of migrant parents, school personnel and representatives of migrant service agencies as well as the community. The main function of the PACs was to provide a means of communication between parent and school. Activities included program planning and evaluation, information dissemination, fiesta planning and educational activities. About 180 parents participated state-wide in PACs, with each PAC holding an average of two meetings during the six-week period.

Parents also participated in the program by working as salaried project personnel. Five migrant parents were employed as teachers, seventy-seven as instructional aides, five as outreach workers and three as cooks, for a total of 90 throughout the state.

Through the activities of the PACs and the outreach program, parental participation was strong in school events, such as Parent Nights, open houses and fiestas. Many parents also visited classrooms during the day and served as part-time volunteers. Parental contact was also maintained through the activities of the churches, the consumer education program and the health service.

Migrant parents were also included in the comprehensive evaluation survey mentioned in the previous section of this report. The questionnaire itself can be found in Appendix B, and the summary of parental responses can be found on Page 20.

6. *Staff Development*

Staff development activities took place on a state-wide and regional basis under the direction of personnel from the SDE Migrant Education Office and at the local level under the leadership of the local project director and resource teachers. The schedule of SDE-directed training sessions is given in Table 17. Agendas from three of the sessions are found in Appendix C.

In addition to participating in the state-wide workshops, project personnel were required to attend a minimum of sixteen hours of local pre-service training. This training generally included:

a. discussion of project objectives.

b. review of job descriptions.

c. information on school policies and schedules, and procedures for obtaining supplies and materials.

d. testing and assessment information.

e. information on record keeping, classroom management and teaching techniques.

f. examination and demonstration of curriculum materials.

e. discussion of cultural differences and Mexican-American cultural patterns.

After projects were underway, in-service training was an important project component. Regularly-scheduled staff meetings were conducted at most sites for the purpose of information and idea sharing. Resource teachers visited classrooms regularly, then met with teachers and aides to discuss classroom problems, materials, methods, etc. Many project coordinators and/or resource teachers distributed daily or weekly bulletins to staff members to keep them informed about scheduled events, to share ideas on instructional themes and to provide a forum for staff interaction. Some projects required weekly self-evaluation reports from each staff member to assist each individual in analyzing his or her activities and determining their effectiveness.

Project personnel were encouraged to visit other projects, to talk with other teachers and coordinators and view migrant education from as many perspectives as possible. In addition, each project was visited at least once by personnel from the SDE migrant education office, who observed all aspects of program operation and offered support and recommendations. The ten projects of the Red River Valley participated in the Texas Interstate Project.

Several staff members from local projects also participated in regional and national workshops this year. Seven attended the Texas migrant conference in October in Corpus Christi, six went to the national migrant education conference in Seattle, and twenty-five participated in the Region V summer conference in Traverse City, Michigan, with eight of those participants making presentations.

In order to plan for staff development sessions and curricular activities for FY 78, project resource teachers met together with the state migrant supervisor of curriculum and evaluation and a representative of the SDE evaluation section to discuss the 1977 program year and make recommendations for the future.

Table 17

STAFF DEVELOPMENT ACTIVITIES

DATE	LOCATION	PARTICIPANTS	PURPOSE
January	Moorhead	Local Project Coordinators	To begin planning for FY 77 Program.
February 16-17	Moorhead	Project Resource Teachers	To examine and select curriculum materials for 77 program. To discuss training needs, and program innovations.
March 9-10 24-25	Regional	Project Coordinators	To finalize project application budgets and objectives.
May 5	Owatonna	Local project personnel of Southeast Region	To provide training in outreach procedures, MSRTS, Mexican culture, and various curriculum components, such as reading, math, oral language, career education and science.
May 7	Moorhead	Local project personnel of Red River Valley projects	
May 21	Montevideo	Local project personnel of West Central Region	
July 13 14	St. Paul East Grand Forks	Project Resource Teachers	Evaluation of 77 Summer project.

PROGRAM DISSEMINATION

Intrastate

Information about local project activities was disseminated through customary channels - radio and television announcements, newpaper articles, visits to community agencies and groups, and newsletters to parents. Area residents were encouraged to visit the project sites and participate in special programs such as open houses, and fiestas. Projects shared information with each other through exchange visits and by attending statewide training workshops. Articles and pictures of the state migrant education program also appeared in Education Update, a publication of the Minnesota State Department of Education which enjoys wide distribution throughout the state.

A 35mm slide presentation was developed by the State Department of Education-Migrant Education Unit which describes the entire migrant education program in Minnesota, including the pre-school and health components. This slide display was used by local project staff and the State Department of Education to explain the program to school boards, community groups, new project personnel and other interested groups.

Information was exchanged on a regular basis throughout the year by members of the Minnesota Migrant Child Development Program Steering Committee, in which the SDE plays a leading role, which greatly facilitated program operation.

Interstate

Information on each local project was included in Up the Stream, a Florida publication which assists Florida migrants in finding services and programs in other Eastern and Midwestern states. A descriptive brochure of the Minnesota program was distributed nationally at conferences and through mailings. The 1976 State Evaluation Report was also widely disseminated.

Program information was also shared through Minnesota's participation in regional and national events such as:

The Texas Child Migrant Workshop in Corpus Christi

The National TESOL Convention in Miami Beach

The National Migrant Education Conference in Seattle

Various National Migrant Education Committee Meetings

The Region V Summer Conference in Traverse City

The following article appeared in several publications, including The Migrant Educator, which has national distribution.

Migrant Children Discover that Reading is FUNdamental

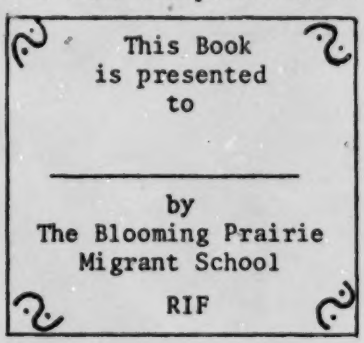
"We get to pick out any book we want?"

"Is this my very own book?"

"I want to bring them home and show my mom and dad. I don't have any other books."

"Can I take this book to Texas?"

These were a few of the comments made this summer by happy, excited migrant children who were participating for the first time in a state-wide RIF (Reading is Fundamental) project as part of the Minnesota Migrant Education Program. RIF is a nationally supported effort to motivate children to read by giving them, free of charge, paperback books which they select themselves. This summer in Minnesota, over 1600 school-age migrant children received an average of two books during their attendance in the six-week migrant education projects. The books had been selected by project teachers the previous summer according to observed preferences of the children. Books were ordered through several publishers, with a sufficient number purchased to enable all children to have an adequate selection. On distribution days, groups of children came to the designated book centers and, with the assistance of adult volunteers and teachers, were given the opportunity to select their books. The books were identified in ways similar to this bookplate from Blooming Prairie:



The RIF program enjoyed unanimous acceptance and praise. A teacher in Owatonna said, "The students seem highly motivated to read, and spent much time reading to each other on their own. It was a fantastic way to get and keep them interested in reading." A migrant parent wrote to the Migrant Education Office at the SDE (translated in Spanish): "... I send you my appreciation and sincere thanks for the books you have made available for my children. I hope that this program will be continued." And a volunteer book aide exclaimed: "What can I say - they deserve them. The were not greedy. The were really thankful."

Migrant children seldom enjoy the full benefits of our American education system and frequently perform academically below their non-migrant age-mates. If receiving a few paperback books they can call their own will strengthen their motivation to read and learn, the small cost and time expenditure of the RIF program is well worth spending.

ACCESS TO LOCAL FACILITIES

All migrant projects operated in public school buildings, with two projects also utilizing church school space for a portion of their program duration. Migrant children enjoyed full use of school district equipment and facilities as well as community buildings and recreational areas. The majority of migrant projects in Minnesota operate only in the summer when no public school activity is going on. This precludes the migrant children from any degree of interaction with local children. Attempts were made at some sites to promote recreational activities which included both migrant children and local children, and migrant children in several projects participated in the community swimming program. During the school year, migrant children attended regular classes and participated in all aspects of the school curriculum.

In all locations, children had access to public recreation facilities, including:

- Athletic fields
- Playgrounds
- State and local parks
- Municipal beaches
- Swimming pools
- Tennis courts

Other local or public facilities and activities were also utilized or participated in such as:

- State fish hatcheries
- State game refuges
- Museums
- Nature Centers
- Art exhibits
- County fairs
- College and universities
- Local celebrations and parades
- County health programs
- Local theater groups
- Churches
- Libraries
- Community halls

INTERAGENCY COORDINATION

Project coordinators were asked to indicate the extent of participation in and cooperation with local facilities and agencies. The following pages list those responses.

Argyle Migrant Program

Migrant Health Service: helped serve the health needs of the children during and after school hours.

Catholic Sisters and Lutheran Lay Person: conducted a religion release program with the migrant children.

Minnesota Migrant Council: provides emergency assistance for the migrant families.

Texas Education Agency: sent Esther Arrendondo to observe and assist the program.

Brainerd Materials Center: books, films, and other materials dealing with Mexican and American experiences.

American Crystal Sugar Company: helped in identifying migrant families.

Barnesville Migrant Program

Sister Ninfa Garza and Sister Juliana Garcea from the Crookston Diocese.

Migrant Health Service in Moorhead.

Bird Island Migrant Program

Camp Renco: arrangements were made for two mentally retarded migrant children to attend a day activity camp for local mentally retarded children located 5 miles from Bird Island. The children participated in activities more suited for their abilities than regular migrant program could provide.

Migrant Council's Office was located in the Bird Island School, encouraging inter-agency cooperation.

Migrant Health Service was located in the Bird Island School. All nurses-school and Migrant Health, worked in the same office. This provided better continuity in providing health service to migrant families.

Tri-Valley Opportunity Council provided many valuable services coordinating the preschool component of the project and sponsoring the food service program. Dennis DeMers, director; Gary Akovenko, area resource person; and Pat Heineman; food service director, were the main people involved.

The State Department of Education assisted in many ways. Peter Moreno and Joyce Biagini provided leadership in state preservice training. Both Mr. Moreno and Ms. Biagini visited the project. Ms. Jessie Montaño, who worked with outreach workers and the MSRTS system, was also appreciated.

St. Mary's Catholic Church in Bird Island provided one hour of religious instruction per week to all the 6-14 year olds. In addition, one volunteer Sister, who taught religion, volunteered in the program.

Many audio-visual materials were used through the cooperation of two agencies: Education Media Center of Montevideo and the Mexican-American Materials Center in Brainerd.

Many local Bird Island businesses and people contributed to the program. The post office, fire department, police department, bakery, butcher shop and lumberyard all gave tours to the children.

Claude Ewer had youngsters visit his game farm on the edge of town, where he raises different animals and birds.

Viola Dingfelder, owner of the roller rink, gave the children a free hour of skating (they had gone once before and paid).

The bowling alley give the project a reduced rate.

Lee Dummer's dance studio invited the children to watch a dress rehearsal of it's summer recital.

Birch Coulee State Park, Fort Ridgely State Park, Pioneer Village in Montevideo were other agencies who cooperated with the project.

Blooming Prairie Migrant Program

The Guadalupe Center, run by the Catholic Charities helped provide clothing and household items. The Migrant Council helped provide information and assistance when needed. We received clothing from numerous individuals.

Individuals in the community volunteered their services in vision and hearing screening.

Breckenridge Migrant Program

Our migrant project used the public school facilities with full use of equipment and other community buildings and recreational areas. The children participated in the community swimming program which includes both recreational and formal swimming instructions. Other areas include: playgrounds, athletic fields, parks, tennis courts, museums and art centers, college facilities, health and welfare services, business areas, libraries and churches.

Clara City Migrant Program

Two local farmers gave tours of their farms.

The Willmar Police and Fire Departments gave tours of their facilities.

Toured Erickson Nursery in Montevideo.

Nature tours of Lac Qui Parle and Sibley State Parks.

Alexandria Voc. Tech. gave a tour of an airplane.

KCMT TV gave us a tour of their TV station.

We took a tour of the Runestone Museum.

Crookston Migrant Program

Police came to school and discussed careers.

Lawyers came to school and discussed careers.

Fire Department gave safety and career awareness.

Ambulance - child interest and career awareness

Cindy & Dean Brown - dramatics

Polk Co. Library - puppet shows to school

Polk Co. Fair - child interest

Hugo Piggly Wiggly - career awareness

Hospital - child interest and career awareness

Local Farm - child interest (small animals)

UMC Science Labs - subject matter

UMC National History Area - subject matter

Cass Lake - environment

Maple Lake Trinity Pt. - subject matter & water safety

Court House - child interest

East Grand Forks Migrant Program

Newspaper ran special articles on this school, other migrant programs and migrants in general.

Two local dining places contributed towards incentive dinners for staff members.

Roller skating and swimming pool gave special lower than usual group rates for the children.

Several teen-agers donated their time and worked daily for the six weeks.

Three Nuns worked two days a week to help out with younger children.

Several business establishments not only allowed tours but provided special treats for the children which cost at a minimum 50¢ per child.

Received invitations to provide a program on migrants during the coming winter months when the growers have more time.

Halstad Migrant Program

Halstad Lutheran Church - use of equipment

Halstad American Legion - use of equipment

Valley Migrant Mission - religious instruction

Catholic Church - religious instruction

Migrant Health Service - Medical assistance

Minnesota Migrant Council - family assistance

Tri-Valley Opportunity Council - preschool programs assistance and coordination

Texas Education Agency - providing a representative for consultation

School District #524 - use of school buildings and equipment.

Kennedy Migrant Program

Migrant Health Services - we have worked closely with them in student and family health situations and have appreciated having them in the school as they have been most cooperative.

Minnesota Migrant Council - we have appreciated their help in the areas of family crisis situations as well as guiding college age students to further education.

Minnesota Rural Manpower, State Employment Agency - this agency helped many families find work in other surrounding areas, after they completed work in the immediate area. Some families are staying in the area to help out local farmers with the harvest.

Consumer Education - Delayne Anderson involved the parents through the distribution of materials at the Kittson County Fair Booth, Radio Announcements and hand-outs concerning consumer buying and nutrition. Much of this work was done following the Sunday Mass.

Sisters Lucia & Oralia - were most helpful and willing to distribute clothing, announce our activities at the Drayton and Hallock Masses, and were also responsible for our release time.

Montevideo Migrant Program

The Catholic Church has provided release time activities for the older Title I students.

Jean Reynolds and Les Fiy local resource people demonstrated Hula dancing and Karate.

Migrant Health personnel worked very cooperatively (nurse and outreach workers) with our staff.

Many individuals in the community donated clothing for the program.

Moorhead Migrant Program

Moorhead State University - three student teachers

Volunteers for screening

Individuals donating clothing

WCTU - Dental Kits

Tutors in Special Learning Center

Concordia College - pool

Valley City State - one student teacher

Oslo Migrant Program

Sister Rosalia and Sister Amelia - release time

Migrant Health Services

Sunday Night Mass - Father Frank

Donations - clothing individual needs

Laurie Vanderpen - Valley Migrant Mission

Esther Arrendondo - Texas Educational Agency

Minnesota Migrant Council

Owatonna Migrant Program

4-H Expression Day - home extension division of the U of M.

Physicals from Child Study Center.

Vision and hearing screening - local volunteers.

Clothing donations - individuals.

Renville Migrant Program

Migrant Health was involved with dental screening, vision and hearing screening, physicals and any health problems.

Migrant Council was involved with employment, food stamps, housing, etc.

Community Migrant Committee helped with clothing drive for migrants.

Frank Wahl - rides for the migrants on his mule team wagons.

Fred Olson - airplane rides for level six.

Roxy Peck for use of the bakery to make tacos for the Fiesta. We are also very grateful for the many, many others who helped.

Tintah Migrant Program

Fire Department - tour and education.

Flower shop - tour.

Kennel - tour.

Park Board - use of park.

Church - providing clothing.

SUMMARY OF SDE MIGRANT EDUCATION UNIT ACTIVITIES

During FY 77, the Migrant Education Unit engaged in many activities which resulted in improvement and strengthening of the state migrant program. A number of these activities are described below.

1. Slide-Sound Presentation

   In order to pictorially introduce and explain the migrant education program in Minnesota, a 35mm slide show with synchronized sound was produced by the SDE. This presentation was very useful throughout the year as it was shown at school board meetings, community groups, college classes, pre-service staff development sessions, regional and national events.

2. Identification of Migrant Children

   Through the combined efforts of the SDE and several other migrant service agencies, an increased number of migrant families and children were located and identified this year. This increased enrollment indicated an immediate need for extension of program services and probable need for new programs in the coming year.

3. Project Regionalization

   Progress was made toward the long-range goal of administrative regionalization of local migrant projects through the initial development of two additional regions. Three projects in the northwest corner of the state - Argyle, Kennedy and Oslo - utilized combined resources as did Blooming Prairie and Owatonna in the southeast.

4. Vocational Education

   Communication was established in the SDE with the division of vocational education, and one vocational project was funded for migrant teens and adults in Montevideo. Attendance was small but consistent, and the program was considered to be successful and beneficial.

5. Secondary Credit Exchange

   Initial moves were also made to develop alternative secondary education programs which would provide credit transferrable to the home-base school. Several school districts in Texas were visited to examine materials and discuss the possibilities with superintendents. Although no secondary programs were actually begun, the groundwork was laid for implementation in FY 78.

6. Curriculum Development

   Several additions were made state-wide to the instructional program. A new math program was installed in most of the projects for the primary-aged children which provided them with hands-on experience in dealing with mathematical concepts. Career education activities were expanded and science programs were strengthened at many sites. All

local projects participated in a state-wide RIF (Reading is Fundamental) program in which all enrolled migrant children received a minimum of two free books during their six to ten-week attendance. This SDE conducted program was very successful and will be repeated in FY 78.

7. Interagency Coordination

Interagency cooperation at the state level continued to grow during FY 77. The Minnesota Migrant Child Development Program Steering Committee was very active and several benefits for migrant children were realized.

Through the willingness of the Tri-Valley Opportunity Council, Inc., to act as program sponsor, all migrant children enrolled in Minnesota projects enjoyed the benefits of the Special Summer Feeding Program which provided them with three daily meals.

Migrant Health Services, Inc., took charge of administering the health program to all children and adults, utilizing funds from the educational agencies for direct medical services to children enrolled in the school program. Children at five sites underwent Early Periodic Screening, Diagnosis and Treatment, a comprehensive procedure for determining health needs.

In several locations throughout the state, cooperative service centers were formed which brought together the programs of all or most agencies serving the migrant population under one roof. These centers were usually housed in the education facility making the school the center of migrant service activity.

Staff development activities were also done on a cooperative basis to some extent, with personnel from the various state agencies serving as consultants and trainers at both educational and health service workshops for local staff people.

Cooperation efforts were also present in the outreach program where school outreach workers and health service outreach workers, using the same intake form, attempted to share outreach responsibilities.

8. When serving a mobile population group, the need for interstate cooperation is obvious. In July of 77, Minnesota participated in the third annual Region V summer migrant conference, during which several sessions were conducted for SDE personnel to deal with the issues of evaluation and pre-school programming. The evaluation group met again in October and attempted to identify common goals, procedures and instruments in the evaluation of student achievement in short-term migrant projects. This effort will continue during '78.

RECOMMENDATIONS

There are at least six areas which appear to warrant increased attention in the coming program year.

1. New Project Development

   Increasing efforts should be made in the coming year to develop projects for the smaller groups of migrant children which have been located in parts of the state where there are not large migrant populations and no summer projects now exist. It is also necessary to identify all eligible settled-out migrant children, determine their educational needs, and ensure appropriate services in the mainstream school setting.

   Communication should be maintained with the Division of Vocational Education and efforts made to expand vocational programs for migrant young people. At least two additional sites should be operating in 78.

   Since a large percentage of eligible migrant children in Minnesota are between the ages of 13 and 17, it is necessary to provide programs that are both relevant and convenient for this age group. Secondary programs that offer academic credit which is transferrable to the home school must be implemented and offered at a time that will not interfere with work schedules.

2. Regionalization

   The regionalization strategy should be expanded and strengthened to include resource centers that could share both materials and expertise among the region schools. It is felt that both financial and human resources are utilized more efficiently through the regionalization concept.

3. Technical Assistance

   Local project personnel need additional guidance and assistance in the implementation of migrant education programs which are of consistent quality statewide. During the coming year, work should be done on producing a new administrator's manual and a handbook for resource teachers. There is also a need for handbooks in the areas of physical education, oral language development in English, and Spanish language enrichment.

4. Staff Development

   Each year the SDE Migrant Education staff conducts a number of training activities for local project personnel. Because the projects begin at different times, and because the sites are spread over a large portion of the state, it is difficult to arrange state-wide training sessions. It is recommended that staff development activities be carried out on a regional basis with regional-level and local personnel assuming greater responsibility for training content. Greater efforts must be made to coordinate Title I migrant training activities with those of the pre-school component and the health program. An objective system of staff performance evaluation should be developed to insure quality output, give staff an opportunity to assess their own performance and identify areas of needed performance improvement.

5. Computer Services

It is recommended that a method be developed for computerizing data collected on the Minnesota Migrant Family Information Form. Storage of this data in the state computer would facilitate access to statistical information for use in reports and in planning future programs.

It would also be desirable to use more fully the state's computer time-sharing services which would allow migrant children the opportunity to receive computer-assisted instruction in several academic areas. Efforts should also be made to develop software particularly designed for the needs of migrant children, especially in the area of language development.

6. Community Relations

Although the Migrant Education Program is favorably received in most project communities, it is evident that a great deal of misunderstanding still exists as to the need for special educational services for migrant children and the purpose of the Program in attempting to meet this need. It is imperative that efforts be made at both the state and local levels to increase the public's awareness of the facts concerning the needs of migrant families. Newspaper articles and brochures, radio and television spots, community meetings and informal conversation all offer opportunities to bring to public attention the real purposes of migrant service agencies. For their part, the agencies serving the migrant population must coordinate their activities to eliminate overlap, evident waste and preferential treatment which causes local resentment.

APPENDICES

APPENDIX A

Outreach and Enrollment Forms

A-1 Minnesota Migrant Family Information Form

A-2 Migrant Student Enrollment Form

p.44-blank

Department of Education Migrant Health Service, Inc. Tri-Valley Opportunity Council Department of Public Welfare

MINNESOTA MIGRANT---FAMILY INFORMATION FORM

(MHSI only) 75 80

☐ Father's or
☐ Guardian's Name 2 22 (Fr. DOB) 23 28 Mother's Name 29 49

Home Address 2 18 Street No., P.O. Box, City, 33 State, 34 Zipcode 38 99 Present Address

Father's Social Security Number 39 47 (Mo. DOB) 50 55

2 Last	FAMILY MEMBERS (nickname) First	22 MI	23 31 Relationship	32 33 MH SI Code	34 SEX	35 40 Birth Date Mo	Day	Yr	41 46 Day of Enrollment	BIRTH PLACE City	County	State	CHECK ONE Day Care	HD ST	Titl I	Days of Serv	Attend Last Yr	AGE
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
7.																		
8.																		
9.																		
10.																		
11.																		
12.																		

EXPLAINED & APPROVED:

51 ___Tests/Screening ___Follow-Up Treatment ___Inoculations
___Photographs ___Health Info. Referrals ___EPSDT
___Field Trips ___Other (Specify)_____

THE MSRTS has been explained to me and is understood by me. I KNOW that my child's record will be made available to me, see and obtain if I so desire. I UNDERSTAND further that this record will be transfered to other schools in which my child enrolls as I move from place to place in search of agricultural or fish related employment. I GRANT PERMISSION. ___YES ___NO

I HEREBY AUTHORIZE any medical or surgical care which is considered by the staff of Migrant Health Service, Inc. and/or their contracting physicians to be in my best interest and authorize the release of any information acquired in the course of registration, examination or treatment. ___YES ___NO

I HEREBY APPLY for day care services for my child(ren) so that I may be employed. ___YES ___NO

DPW-14008, CIVIL RIGHTS, given and explained to me. ___YES ___NO

Applicant Identified as a Migrant
___ YES ___ NO

___ Interstate
___ Intrastate 52
___ Five Year

I CERTIFY that the information on this form is correct, I gave my permission for the approved items checked.

(Signature of Parent or Guardian DATE

Staff Person (Outreach Worker) completing form DATE

District Name Number

Minnesota State Department of Education
Migrant Education Office, 807 Capitol Square Building
St. Paul, Minnesota 55101

F24-41
(Revised 3/76)

MIGRANT STUDENT ENROLLMENT FORM

PLEASE MAIL ORIGINAL TO TERMINAL OPERATOR. KEEP SECOND COPY FOR YOUR FILE. PLEASE TYPE OR PRINT.

FOR TITLE I USE ONLY

Tape No. _____
Trans No. _____

Tape No. _____
Trans No. _____

Tape No. _____
Trans No _____

School ID _____ ☐ Title I ☐ Day Care

Center Name _____ ☐ Headstart

Enrollment Date _____

/ _____ , _____ /
Student Number Mnemonic

MIGRANT STATUS:
☐ 1 = Interstate
☐ 2 = Intrastate
☐ 3 = Five Year

/ _____ , _____ , _____ , _____ /
Last Name First Name MI Sex

/ _____ , _____ , _____ , _____ /
Birthdate Age Father Mother

LPAA(01= _____) LPAB(01= _____)

OR

CPAA(01= _____) CPAB(01= _____)

CR(01= _____ , _____ , _____ , _____)
Street Address City State Zip Code

SI(07= _____ , _____ , _____)
City of Birth County State

SI(10= _____ , _____ , _____)
Homebase City State Homebase School

A P P E N D I X B

Program Assessment Forms

B-1 Minnesota Migrant Education
Pupil Self Concept

B-2 Questionnaire to School Board

B-3 Questionnaire to Project Staff

B-4 Questionnaire to School Administrators

B-5 Questionnaire to Parents

B-6 Migrant Project Evaluation Form

No._____

MINNESOTA MIGRANT EDUCATION

PUPIL SELF CONCEPT

Name_____

School_____

Age_____Boy_____Girl_____

Date_____

1. At school people really care about me . . . . . ___YES ___NO
2. Each morning I look forward to coming to school . . . . . ___YES ___NO
3. I have many friends . . . . . ___YES ___NO
4. I am well behaved in school . . . . . ___YES ___NO
5. I am proud of my school work . . . . . ___YES ___NO
6. I am often afraid . . . . . ___YES ___NO
7. I am good at making things with my hands . . . . . ___YES ___NO
8. My teachers listen to what I have to say . . . . . ___YES ___NO
9. I often get into trouble at school . . . . . ___YES ___NO
10. I am an important member of my class . . . . . ___YES ___NO
11. When I grow up, I would like to go to college . . . . . ___YES ___NO
12. My teachers are interested in the things I do at school . . . . . ___YES ___NO
13. I like being the way I am . . . . . ___YES ___NO
14. School is a happy place . . . . . ___YES ___NO
15. I am shy . . . . . ___YES ___NO
16. I would like to be a doctor or a nurse when I grow up . . . . . ___YES ___NO
17. Usually I like being with other children . . . . . ___YES ___NO
18. I like to do school work at home in the evening . . . . . ___YES ___NO

19. I get nervous at school . . . . . ___YES ___NO

20. I am an important member of my family . . . . . ___YES ___NO

21. My teachers do not give me enough time to finish my work . . . . . ___YES ___NO

22. It is important for me to go to school . . . . . ___YES ___NO

23. My classmates like me . . . . . ___YES ___NO

24. I wish I were someone else . . . . . ___YES ___NO

25. I like to stay home from school . . . . . ___YES ___NO

26. I behave badly at home . . . . . ___YES ___NO

27. When I grow up, I would like to be a teacher . . . . . ___YES ___NO

28. I am a good person . . . . . ___YES ___NO

29. I can only do my work if someone helps me . . . . . ___YES ___NO

30. I like to see other children happy . . . . . ___YES ___NO

No._____

MINNESOTA MIGRANT EDUCATION

PUPIL SELF CONCEPT

Name_____

School_____

Age_____ Boy_____ Girl_____

Date_____

1.(2) Each morning I look forward to coming to school . . . . . ___YES ___NO

2.(12) My teachers are interested in the things I do at school . ___YES ___NO

3.(14) School is a happy place ... . ___YES ___NO

4.(19) I get nervous at school . . . . . ___YES ___NO

5.(1) At school people really care about me . . . . . ___YES ___NO

6.(9) I often get into trouble at school . . . . . ___YES ___NO

7.(22) It is important for me to go to school . . . . . ___YES ___NO

8.(4) I am well behaved in school . . . . . ___YES ___NO

9.(12) My teachers are interested in the things I do at school . ___YES ___NO

10.(5) I am proud of my school work . . . . . ___YES ___NO

A
1 2 3-5

QUESTIONNAIRE TO SCHOOL BOARD AND COMMUNITY PERSONS

Part A: General Information

Directions: The following items are necessary for general informational purposes. Please respond to each item as indicated.

1. Name of School District_____.

2. How would you classify yourself? Please check (√)

____ School Board Member

____ Community Person

3. If you are a community person, what is your occupation?

_____

Part B: Attitudinal Survey

Directions: Before each statement below you will find five spaces which are labeled - Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD). There is some disagreement as to what these attitudes should be; therefore, there are no right or wrong answers. What is desired is your own individual feeling about the statements. Read each statement and decide how YOU feel about it. Please draw a circle around the response which best describe your feeling about each statement. PLEASE RESPOND TO EVERY ITEM.

Item	Responses				
1. I understand the purpose of the Migrant Education Program	SA	A	U	D	SD
2. I personally support the efforts of the Migrant Education Program in our community	SA	A	U	D	SD
3. Even though migrant children are usually not residents of our community, I feel that our school district should serve them	SA	A	U	D	SD
4. I feel that the community is supportive of the Migrant Education program	SA	A	U	D	SD

A / 1 _ 2 ___ 3-5

Item	Responses				
5. I feee that our community benefits from the presence of a Migrant Education Program	SA	A	U	D	SD
6. I feel that the school board is supporting the Migrant Education Program in our community	SA	A	U	D	SD
7. I feel that migrant children are benefitting from the educational services received in Minnesota	SA	A	U	D	SD
8. I feel that our school administration is supporting the Migrant Education Program	SA	A	U	D	SD
9. The money allocated to the Migrant Education project in our community is well spent	SA	A	U	D	SD
10. I feel that migrant children are being offered more opportunities than the children of our community	SA	A	U	D	SD
11. I have visited the Migrant Education Project in our community.	SA	A	U	D	SD

Part C: Your Impressions

Directions: Please answer each of the following questions briefly.

1. What do you think are the positive aspects of the Migrant Education Program?

A
1 2 3-5

2. What do you think are the negative aspects of the Migrant Education Program?

Please return questionnaire to:

Evaluation Section
Division of Planning and Development
730 Capitol Square Bldg.
550 Cedar Street
St. Paul, Minnesota 55101

B
1 2 3-5

QUESTIONNAIRE TO PROJECT STAFF

Part A: General Information

Directions: The following items are necessary for general informational purposes. Please respond to each item as indicated.

1. Name of School District_____.

2. Please check (√) below the type of responsibility you perform in the Migrant Education Program

   ____ Instructional

   ____ Non-instructional

Part B: Attitudinal Survey

Directions: Before each statement below you will find five spaces which are labeled - Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD). There is some disagreement as to what these attitudes should be; therefore, there are no right or wrong answers. What is desired is your own individual feeling about the statements. Read each statement and decide how YOU feel about it. Please draw a circle around the response which best discribe your feeling about each statement. PLEASE RESPOND TO EVERY ITEM.

Item	Responses				
1. I understand the purpose of the Migrant Education Program	SA	A	U	D	SD
2. I personally support the efforts of the Migrant Education program in our community	SA	A	U	D	SD
3. I feel that our school administration is supporting the Migrant Education Program	SA	A	U	D	SD
4. Even though migrant children are usually not residents of our community, I feel that our school district should serve them	SA	A	U	D	SD

B
1 2 3-5

Item	Responses				
5. I feel that migrant children are benefitting from the educational services received in Minnesota	SA	A	U	D	SD
6. I feel that the community is supportive of the Migrant Education Program	SA	A	U	D	SD
7. I feel that technical assistance from the State Department of Education is important in planning and implementing a Migrant education program	SA	A	U	D	SD
8. I feel that project staff are sincerely concerned about the educational needs of migrant children	SA	A	U	D	SD
9. I feel that leadership of the project coordinator is essential to the successful implementation of a Migrant Education program	SA	A	U	D	SD
10. The information and assistance I have received from the State Department of Education have been useful and adequate for the performance of my duties	SA	A	U	D	SD
11. I feel that the Parent Advisory Council serves a useful function in implementing our Migrant Education program	SA	A	U	D	SD

B
1 2 3-5

Part C: Your Impressions

Directions: Please answer each of the following questions briefly.

1. *What do you think are the positive aspects of the Migrant Education Program?*

2. *What do you think are the negative aspects of the Mirgrant Education Program?*

Please return questionnaire to:

Evaluation Section
Division of Planning and Development
Minnesota Department of Education
730 Capitol Square Building
St. Paul, Minnesota 55101

C / 1 2 3-5

QUESTIONNAIRE TO SCHOOL ADMINISTRATOR

Name of School District_____

Part A: Attitudinal Survey

Directions: Before each statement below you will find five spaces which are labeled - Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD). There is some disagreement as to what these attitudes should be; therefore, there are no right or wrong answers. What is desired is your own individual feeling about the statements. Read each statement and decide how YOU feel about it. Please draw a circle around the response which best describe your feeling about each statement. PLEASE RESPOND TO EVERY ITEM.

Item	Responses				
1. I understand the prupose of the Migrant Education Education Program.	SA	A	U	D	SD
2. I personally support the efforts of the Migrant Education Program in our community	SA	A	U	D	SD
3. I feel that the school board is supporting the Migrant Education Program in our community	SA	A	U	D	SD
4. I feel that our community benefits from the presence of a Migrant Education Program	SA	A	U	D	SD
5. I feel that the community is supportive of the Migrant Education Program	SA	A	U	D	SD
6. Even though migrant children are usually not residents of our community, I feel that our school district should serve them	SA	A	U	D	SD

C / 1 2 3-5

Item	Responses				
7. I feel that migrant children are benefitting from the educational services received in Minnesota	SA	A	U	D	SD
8. I feel that the Migrant Education Program in our community is being satisfactorily implemented	SA	A	U	D	SD
9. I feel that project staff are sincerely concerned about the educational needs of migrant children	SA	A	U	D	SD
10. I feel that the leadership of the project coordinator is essential to the successful implementation of a Migrant Education Project	SA	A	U	D	SD
11. I feel that the technical assistance from the State Department of Education is important in planning and implementing a Migrant Education Program	SA	A	U	D	SD
12. I feel that migrant children are being offered more opportunities than the children of our community	SA	A	U	D	SD

Part B: Your Impressions

Directions: Please answer each of the following questions.

1. What do you think are the positive aspects of the Migrant Education Program?

C
1 2 3-5

2. What do you think are the negative aspects of the Migrant Education program?

Please return questionnaire to:

Evaluation Section
Division of Planning and Development
730 Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101

D
1 2 3-5

QUESTIONNAIRE TO PARENTS

Name of School District_____

Part A: Attitudinal Survey

Directions: Before each statement below you will find five spaces which are labeled - Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD). There is some disagreement as to what these attitudes should be; therefore, there are no right or wrong answers. What is desired is your own individual feeling about the statements. Read each statement and decide how YOU feel about it. Please draw a circle around the response which best describe your feeling about each statement. PLEASE RESPOND TO EVERY ITEM.

Item	Responses				
1. I understand the purpose of the Migrant Education Program	SA	A	U	D	SD
2. I feel that the Community is supportive of the Migrant Education Program	SA	A	U	D	SD
3. I feel that the Migrant Education Program is this community is responsive to the needs of migrant children	SA	A	U	D	SD
4. I feel that project staff are sincerely concerned about the educational needs of migrant children	SA	A	U	D	SD
5. I feel that the Parent Advisory Council serves a useful function in implementing and evaluating the Migrant Education project	SA	A	U	D	SD

D
1 2 3-5

6. I feel that the formation of a Parent Advisory Council has strengthened home, school and community relations . . . . . SA A U D SD

7. My children enjoy attending the Migrant Education Program in this community . . . . . SA A U D SD

8. I feel comfortable and welcome visiting the Migrant Education Program . . . . . SA A U D SD

Part B: Your Impressions

Directions: Please answer each of the following questions briefly.

1. What do you think are the positive aspects of the Migrant Education Program?

2. What do you think are the negative aspects of the Migrant Education Program?

Please return questionnaire to:

Evaluation Section
Division of Planning and Development
Minnesota Department of Education
730 Capitol Square Building
St. Paul, Minnesota 55101

nn. Dept. of Education
0 Cedar St.
. Paul, MN 55101

F24-61 (Rev.5-77)

MIGRANT PROJECT EVALUATION FORM

Name of School_____ Dist. No._____

Name of Teacher_____ Level_____ Date_____

Please provide the requested information as accurately and completely as possible and submit to your resource teacher at the end of the program.

1. Children served

Number of children enrolled in class (Who attended at least one day)

Status Age	5	6	7	8	9	10	11	12	13	14	15	16	17	TOTAL
Interstate														
Intrastate														
5-year														
TOTAL														

Average Daily Attendance

Week	1	2	3	4	5	6	Overall Average
No. of Children							

2. Staff

Number of adults in class

Adult	Total Number	Number of Adults Working: Full Time	Half Time	Number of Bilingual Adults Yes	No
Teachers					
Aides					
Volunteers					
Stud. Tchrs.					

3. Instructional Services

AREA	Hrs Per Wk	AREA	Hrs Per Wk
Oral Language Dev. (English)		Physical Education	
Reading (English)		Arts - Crafts	
Mathematics		Health and Safety	
Spanish Language Dev.		Music	
Cultural Enrichment		Homemaking	
Science		Industrial Arts	
Career Education		Other_____ specify	

4. Student Placement

Techniques used to find the educational level of students (include names of instruments):

TYPE OF TEST	a) READING	b) MATH
Achievement Test		
Placement Test		
Teacher-Made Test		
Profes. Opinion		
MSRTS Data		

c) Instrument used to determine Oral Language Proficiency_____

5. Student Achievement

Amount of Gain by Students attending at least 23 days

(Indicate # of Students)	LOSS	NO GAIN	1 MONTH	2 MONTHS	3 MONTHS and up
Reading					
Math					

Gain measured by

(Specify name of commercial tests)	Reading	Math
Achievement Test		
Teacher-Made Test		
Progress Test		
Professional Opinion		

6. Exemplary Activities

Describe any unusual or exemplary activities which took place in your classroom. Provide information on any benefits accrued directly as a result of this particular project feature.

APPENDIX C

Staff Development Activities

C-1 Project Staff Workshop for Southeast Area

C-2 Project Staff Workshop for Northwest Area

C-3 Workshop Schedule for Northwest Area

C-4 Local Workshop Schedule

MIGRANT EDUCATION WORKSHOP

May 5, 1977

Jefferson School, Owatonna

8:30 - 9:00	(All Personnel)	Welcome Introductions Slide Presentation
9:00 - 9:45	(All Personnel)	Mexican-American Culture Peter Moreno Director of Migrant Education
9:45 -10:00		BREAK
10:00 -12:00	(Teachers, Aides)	BRL Reading Program Lloyd Barber Behavioral Research Laboratories
	(Outreach Workers)	Recruitment Procedures Outreach Activities Jessie Montaño Supervisor, Outreach Services
	(MSRTS Clerks)	MSRTS Procedures Claudia Gomez Terminal Operator, St. Paul
12:00 - 1:00		LUNCH
1:00 - 2:45	(Teachers, Aides)	Developmental Math Program Bill Heck Robbinsdale Public Schools
2:45 - 3:00		BREAK
3:00 - 3:45	(Teachers, Aides)	Language Arts Joyce M. Biagini Curriculum Supervisor

SCHEDULE FOR MIGRANT WORKSHOP, MAY 7

PLACE / TIME	8:30-9:00 a.m.	9:00-10:30	10:45-12:15	1:15-2:45	3:00-4:30	4:30-5:00 p.m.
BALLROOM	Welcome, Introduction					Wrap-Up
Second Floor ROOM 226		Mexican-American Culture	Mexican-American Culture	Mexican-American Culture	Mexican-American Culture	
Second Floor ROOM 218		MSRTS	MSRTS	MSRTS	MSRTS	
First Floor ROOM 147		Health Program		Outreach Program		
Second Floor ROOM 202		BRL Reading (New)		BRL (Review)		
First Floor Comstock Room		Classroom Activities-A	Classroom Activities-B	Classroom Activities-A	Classroom Activities-B	
First Floor ROOM 151		Career Education	Career Education	Developmental Math Program		
Second Floor Senate Chambers		Bilingual-Multicultural Education	Bilingual-Multicultural Education	Bilingual-Multicultural Education	Resource Teachers	
Second Floor ROOM 228		Audio-Visuals	Audio-Visuals	Audio-Visuals	Audio-Visuals	

MIGRANT EDUCATION WORKSHOP

Northwest Area
May 7, 1977

Moorhead State College

LIST OF PRESENTORS

Mexican-American Culture	Sam Hernandez St. Paul Public Schools
Migrant Student Record Transfer System	Jim Cole & Buck Buchanan MSRTS, Arkansas
Health Program	Mary Ebertowski Tri-Valley Opportunity Council, Inc.
Outreach Program	Jessie Montaño MN Dept of Education
Teacher-made Materials, Classroom Ideas	Bob Tomsich Trans - SEPP Staples Public Schools
Career Education	Juanita Morgan St. Paul Public Schools
Bilingual/Multicultural Activities	Gloria Flores Region II Service Center Corpus Christi, Texas

BRECKENRIDGE SUMMER MIGRANT PROGRAM
BRECKENRIDGE ELEMENTARY SCHOOL
BRECKENRIDGE, MINNESOTA

Workshop Schedule

June 2nd

8:30 - Coffee and rolls

9:00 - Introduction of Staff
Jerry Nord
Rose Roob - Pre-school staff
Neil Ross - Title I staff

9:15 - Film - Migrant Life in General

9:30 - Administrative and Program Review
Jerry Nord and Neil Ross

9:45 - Health Department Information - EPS and Vision and Hearing Screenings
Audrey Boll

10:00 - Record Keeping System and Attendance
Marvin Aarons

10:45 - Coffee Break

11:00 - Small Group Sessions - general orientation

Title I staff in cafeteria	Pre-School staff room B4
Jerry Nord and Neil Ross	Rose Roob and Lana Ferris

12:00 - Noon Lunch (on your own)

1:00 - Return to Small Groups Sessions

Title I staff - Reading Program RIF
Neil Ross
Rand McNally presents Math & Science Program
Don Kline

2:30 - Coffee Break

3:00 - Wrap-Up Your Comments and Suggestions
Discussion Time

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